



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Jay Middle School

SAU: Jay School Department

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2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					63	71						
	2009-2010	54	53	98	83	83	67	32	51	13	4	52	1
Female	2008-2009					46	75						
	2009-2010	29	29	100	83	83	71	28	55	14	3		
Male	2008-2009					77	67						
	2009-2010	25	24	96	83	83	63	38	46	13	4		
Caucasian/White	2008-2009					64	71						
	2009-2010	50	50	100	84	84	68	32	52	12	4		
African American/Black	2008-2009						53						
	2009-2010	2	1	50			43						
Hispanic	2008-2009						66						
	2009-2010	2	2	100			59						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009					54	60						
	2009-2010	28	27	96	85	85	56	26	59	11	4		
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009					18	43						
	2009-2010	7	6	86			34						
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	48	48	100	52	52	67	4	48	35	13	48	0
	2009-2010	59	58	98	72	72	72	14	59	17	10	58	0
Female	2008-2009	19	19	100	53	53	70	5	47	42	5		
	2009-2010	26	25	96	72	72	78	16	56	16	12		
Male	2008-2009	29	29	100	52	52	64	3	48	31	17		
	2009-2010	33	33	100	73	73	67	12	61	18	9		
Caucasian/White	2008-2009	48	48	100	52	52	67	4	48	35	13		
	2009-2010	55	54	98	72	72	73	13	59	17	11		
African American/Black	2008-2009	0	0				46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009	0	0				56						
	2009-2010	2	2	100			70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	1	1	100			62						
Economically Disadvantaged	2008-2009	18	18	100	33	33	53	6	28	44	22		
	2009-2010	28	27	96	63	63	62	15	48	22	15		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	17	31	0	17	0	83		
	2009-2010	9	9	100			36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 06



MAINE
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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	61	59	97	56	56	71	5	51	36	8	59	0
	2009-2010	55	52	95	73	73	68	13	60	19	8	52	0
Female	2008-2009	34	32	94	69	69	76	6	63	28	3		
	2009-2010	26	24	92	75	75	74	8	67	21	4		
Male	2008-2009	27	27	100	41	41	66	4	37	44	15		
	2009-2010	29	28	97	71	71	63	18	54	18	11		
Caucasian/White	2008-2009	57	55	96	55	55	71	5	49	36	9		
	2009-2010	55	52	95	73	73	69	13	60	19	8		
African American/Black	2008-2009	2	2	100			51						
	2009-2010	0	0				47						
Hispanic	2008-2009	1	1	100			60						
	2009-2010	0	0				62						
Asian or Pacific Islander	2008-2009	0	0				74						
	2009-2010	0	0				70						
American Indian or Native Alaskan	2008-2009	1	1	100			54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	36	34	94	50	50	58	0	50	41	9		
	2009-2010	24	22	92	64	64	56	5	59	23	14		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	0	0	33	0	0	50	50		
	2009-2010	9	7	78			29						
Limited English Proficient	2008-2009	1	1	100			45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	53	100	79	79	78	13	66	13	8	53	0
	2009-2010	57	57	100	81	81	69	21	60	12	7	57	0
Female	2008-2009	27	27	100	81	81	84	19	63	15	4		
	2009-2010	29	29	100	97	97	76	31	66	3	0		
Male	2008-2009	26	26	100	77	77	73	8	69	12	12		
	2009-2010	28	28	100	64	64	62	11	54	21	14		
Caucasian/White	2008-2009	53	53	100	79	79	79	13	66	13	8		
	2009-2010	53	53	100	79	79	69	23	57	13	8		
African American/Black	2008-2009	0	0				60						
	2009-2010	2	2	100			53						
Hispanic	2008-2009	0	0				69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009	0	0				83						
	2009-2010	0	0				77						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	1	1	100			56						
Economically Disadvantaged	2008-2009	30	30	100	70	70	67	7	63	20	10		
	2009-2010	29	29	100	79	79	57	7	72	10	10		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	14	14	39	0	14	43	43		
	2009-2010	9	9	100			28						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Jay Middle School
SAU: Jay School Department
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	56	55	98	65	65	71	13	53	25	9	55	0
	2009-2010	51	51	100	76	76	68	22	55	16	8	51	0
Female	2008-2009	34	33	97	79	79	77	18	61	18	3		
	2009-2010	27	27	100	78	78	76	26	52	19	4		
Male	2008-2009	22	22	100	45	45	66	5	41	36	18		
	2009-2010	24	24	100	75	75	61	17	58	13	13		
Caucasian/White	2008-2009	54	53	98	66	66	72	13	53	25	9		
	2009-2010	50	50	100	78	78	69	22	56	14	8		
African American/Black	2008-2009	0	0				51						
	2009-2010	1	1	100			50						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	0	0				57						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				76						
American Indian or Native Alaskan	2008-2009	0	0				56						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	30	29	97	45	45	56	3	41	45	10		
	2009-2010	27	27	100	70	70	56	15	56	19	11		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	13	93	15	15	29	0	15	54	31		
	2009-2010	5	5	100			26						
Limited English Proficient	2008-2009	1	1	100			41						
	2009-2010	0	0				43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 04



MAINE
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009					81	66						
	2009-2010	54	53	98	75	75	62	23	53	17	8	52	1
Female	2008-2009					73	66						
	2009-2010	29	29	100	76	76	62	21	55	17	7		
Male	2008-2009					87	67						
	2009-2010	25	24	96	75	75	63	25	50	17	8		
Caucasian/White	2008-2009					81	67						
	2009-2010	50	50	100	76	76	63	22	54	16	8		
African American/Black	2008-2009						46						
	2009-2010	2	1	50			36						
Hispanic	2008-2009						61						
	2009-2010	2	2	100			45						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009					69	54						
	2009-2010	28	27	96	74	74	50	11	63	15	11		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009					64	41						
	2009-2010	7	6	86			36						
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	48	48	100	54	54	66	13	42	33	13	48	0
	2009-2010	59	58	98	71	71	64	24	47	16	14	58	0
Female	2008-2009	19	19	100	53	53	65	16	37	37	11		
	2009-2010	26	25	96	60	60	64	12	48	12	28		
Male	2008-2009	29	29	100	55	55	66	10	45	31	14		
	2009-2010	33	33	100	79	79	64	33	45	18	3		
Caucasian/White	2008-2009	48	48	100	54	54	67	13	42	33	13		
	2009-2010	55	54	98	70	70	65	26	44	15	15		
African American/Black	2008-2009	0	0				43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009	0	0				52						
	2009-2010	2	2	100			55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	18	18	100	39	39	53	6	33	39	22		
	2009-2010	28	27	96	67	67	51	26	41	11	22		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	17	38	17	0	33	50		
	2009-2010	9	9	100			34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Jay Middle School
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	61	59	97	36	36	54	3	32	36	29	59	0
	2009-2010	55	51	93	61	61	63	24	37	24	16	51	0
Female	2008-2009	34	32	94	34	34	52	0	34	41	25		
	2009-2010	26	24	92	58	58	62	13	46	29	13		
Male	2008-2009	27	27	100	37	37	56	7	30	30	33		
	2009-2010	29	27	93	63	63	63	33	30	19	19		
Caucasian/White	2008-2009	57	55	96	38	38	55	4	35	35	27		
	2009-2010	55	51	93	61	61	64	24	37	24	16		
African American/Black	2008-2009	2	2	100			31						
	2009-2010	0	0				40						
Hispanic	2008-2009	1	1	100			37						
	2009-2010	0	0				49						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009	1	1	100			34						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	36	34	94	35	35	40	3	32	32	32		
	2009-2010	24	21	88	43	43	49	14	29	29	29		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	10	10	26	0	10	0	90		
	2009-2010	9	6	67			29						
Limited English Proficient	2008-2009	1	1	100			30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	53	100	68	68	57	15	53	19	13	53	0
	2009-2010	57	57	100	53	53	60	9	44	26	21	57	0
Female	2008-2009	27	27	100	70	70	59	15	56	19	11		
	2009-2010	29	29	100	52	52	59	0	52	28	21		
Male	2008-2009	26	26	100	65	65	56	15	50	19	15		
	2009-2010	28	28	100	54	54	61	18	36	25	21		
Caucasian/White	2008-2009	53	53	100	68	68	58	15	53	19	13		
	2009-2010	53	53	100	55	55	61	9	45	25	21		
African American/Black	2008-2009	0	0				32						
	2009-2010	2	2	100			35						
Hispanic	2008-2009	0	0				47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				72						
American Indian or Native Alaskan	2008-2009	0	0				39						
	2009-2010	1	1	100			46						
Economically Disadvantaged	2008-2009	30	30	100	63	63	42	17	47	20	17		
	2009-2010	29	29	100	34	34	46	3	31	34	31		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	7	7	100	0	0	23	0	0	43	57		
	2009-2010	9	9	100			25						
Limited English Proficient	2008-2009	0	0				27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	56	55	98	33	33	52	9	24	35	33	55	0
	2009-2010	51	51	100	69	69	60	22	47	22	10	51	0
Female	2008-2009	34	33	97	42	42	54	9	33	33	24		
	2009-2010	27	27	100	59	59	60	19	41	30	11		
Male	2008-2009	22	22	100	18	18	51	9	9	36	45		
	2009-2010	24	24	100	79	79	59	25	54	13	8		
Caucasian/White	2008-2009	54	53	98	34	34	53	9	25	34	32		
	2009-2010	50	50	100	70	70	60	22	48	22	8		
African American/Black	2008-2009	0	0				31						
	2009-2010	1	1	100			34						
Hispanic	2008-2009	2	2	100			40						
	2009-2010	0	0				48						
Asian or Pacific Islander	2008-2009	0	0				60						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009	0	0				37						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	30	29	97	14	14	36	3	10	38	48		
	2009-2010	27	27	100	59	59	45	22	37	26	15		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	13	93	0	0	18	0	0	15	85		
	2009-2010	5	5	100			21						
Limited English Proficient	2008-2009	1	1	100			26						
	2009-2010	0	0				29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Jay Middle School
SAU: Jay School Department
Grade: 3-8



MAINE
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98 98	99 99	81	75 81	71 69	98	98 98	99 99	62	74 62	63 61	99	97	95
Caucasian/White	98	99 98	99 99	80	75 80	71 69	98	99 97	99 99	63	74 63	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	97	96 98	99 99	78	71 78	60 56	96	96 96	99 99	47	74 46	50 47			
Students with Disabilities	*	* *	97 98	*	30 *	36 28	*	* *	97 98	*	45 *	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Jay Middle School
SAU: Jay School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	15	6	3	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>